



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

BOOK REVIEWS

The Ninth Yearbook of the National Society for the Study of Education.

Part I. "Health and Education." By THOMAS DENISON WOOD. Chicago: The University of Chicago Press, 1910. Pp. 113. \$0.80.

This report, as the preface indicates, seeks to present briefly the different phases of educational administration, supervision, and instruction which have to do with the health of the school child. It is written primarily not for the specialists in school hygiene, but rather for the general educator.

The problems connected with the health of the school child are discussed under five general headings; health examinations, school sanitation, hygiene of instruction, health instruction, and physical education.

Health examinations.—Under this heading the author has outlined the history and present status of medical inspection at home and abroad. His summary of the noteworthy features of the Wiesbaden system of medical inspection is especially suggestive. The work of the school nurse, the function of the teacher in medical inspection, and the nature and extent of physical defects among school children are briefly considered. The section concludes with a statement of the cost of medical inspection and the best means of administering it.

School sanitation.—"The chief considerations in school sanitation relate themselves to a few main essentials: (1) fresh, clean air; (2) sufficient light properly controlled; (3) cleanness; (4) hygienic furniture; (5) sanitary condition of the materials used by the pupils (to prevent infection); (6) pure water supply; (7) disposal of sewage." Of the ten pages devoted to the discussion of these essentials fresh air gets the major part.

Hygiene of instruction.—"The hygiene of instruction considers the effects of the educational process itself upon the health of the individual, and would so control and adjust the various factors which collectively make up school work that the pupil's health will not be injured while he is being prepared for future usefulness." Under this head are discussed fatigue and rest, recesses, the health of teachers, the arrangement of the course of study, promotions, and examinations. The treatment is necessarily in outline, as less than ten pages are devoted to the whole subject.

Health instruction.—"No phase of instruction seems more important than to teach the child how to live in a healthful manner. No subject is taught, on the whole, so unsuccessfully." Some of the reasons assigned for the lack of success in the teaching of hygiene are: teachers who do not realize the importance of the subject, teachers who do not live hygienically themselves, teachers who lack the scientific and practical knowledge necessary to teach the subject adequately, textbooks which give too much space to physiology and anatomy and not enough to hygiene, and in the teaching of hygiene too much attention to disease and not enough to health.

"Health instruction includes two factors: (a) hygiene—the healthful conduct

of the individual; (b) sanitation—the maintenance of an environment favorable to human health. Both aspects should be kept properly balanced and interrelated, in the educational progress of the child.”

Among the suggestions looking to more effective health instruction are the teaching of hygiene and sanitation not only in all the grades, but in the home as well, the giving of school credit as much for hygienic living as for a knowledge of hygiene and sanitation, more emphasis upon the health of the home and the community, and textbooks which give more of the impersonal material of sanitation, bacteriology, civics and applied sociology. “Adequate instruction in sex hygiene cannot be given until (a) enlightened public opinion recognizes sufficiently the necessity for such instruction, and exhibits confidence in the ability of responsible advisors of children and youth to give the instruction needed; (b) teachers are intelligent, wise, and tactful enough to give such instruction and guidance successfully. Comparatively few teachers today are capable of meeting the obligations which are involved in relation to the teaching of sex hygiene.”

Physical education.—Physical education as here discussed refers to the supervision of the large fundamental motor activities, expressed in play, games, dancing, swimming, gymnastics, and athletics. After a historical introduction to the subject the author points out the defects of the physical education of the present. In general too little attention has been given to the subject, and, in the second place, those engaged in the work of physical education have, to a great extent, been ignorant of the general principles and tendencies of education. Physical education has been too much engrossed in seeking certain postural and corrective results; too much attention has been given to the training of the body without considering the indirect effects of exercise on disposition and character, and to the developing of various kinds of muscular and motor ability which are remotely connected with the life interests of the individual.

If the best results are to accrue from physical education more attention must be given to those muscular activities which are in line with the interests and instincts of the child, to those activities which enable the child to express ideas or feelings, as in dancing and dramatic representation; or the physical activities should have an objective aim, as in the various games.

The general bibliography at the end of the book is designed as a working basis for the further study of the subjects outlined in the text.

The book gives one a good bird's-eye view of the whole field of health education. It is an admirable introduction to the subject of school hygiene. The sections on health instruction and physical education are especially good. Even if one does not agree with the author in all his conclusions, yet one cannot but feel that these conclusions have grown out of a long and careful study of the subject in all of its bearings. The diagnosis of why health instruction and physical education have not yielded the expected results is especially good, and the suggestions as to how certain evils and defects may be remedied are equally sane. The book clearly shows that the tendency of the present is in the direction of a better co-ordination of health instruction and physical education with the intellectual and moral education of the child.

CHARLES SCOTT BERRY

THE UNIVERSITY OF MICHIGAN